DOCUMENT RESUME

ED 416 954 PS 025 893

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TITLE Families First. Final Report.
INSTITUTION Tucson Unified School District, AZ.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 1997-04-03
NOTE 21p.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; Demonstration Programs; *Family Programs; *Family School Relationship; *High Risk Students; Inservice Education; Parent Education; Parent Participation; Parents; *Preschool Children; Preschool Education; Preschool Teachers; Program Effectiveness; Program Evaluation; School Activities; Summer Programs
IDENTIFIERS Tucson Public Schools AZ

ABSTRACT

A model program was developed and implemented by the Tucson Unified School District in Arizona to establish a family-school partnership to improve the educational achievement of at-risk preschool students. Program participants included 411 at-risk students, 405 families, and 25 staff members. The program, entitled Families First, provided inservice training for teachers and professional staff, training for parents and families, support networks for parents, direct parent involvement in the schools, and summer programs over the course of 3 years. An evaluation of the program found that the majority of participating parents had realistically high expectations for their children, that increasing numbers of parents became involved in their children's education, that nearly half of the parents implemented educational recommendations for their children at home, that children have made statistically significant gains in achievement, and that teachers and professional staff have become more proficient in working with at-risk students and their families. (MDM)

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FAMILIES FIRST

FINAL REPORT
April 3, 1997

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FAMILY-SCHOOL PARTNERSHIPS PROGRAM
CFDA 84.212B-2

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INTRODUCTION

Tucson Unified School District (TUSD) developed and implemented a model to establish a family-school partnership to improve the educational achievement of at-risk preschool students. It was implemented in three phases. The first phase included the model planning process, collection of baseline data, staff and parent training, establishment of liaisons with community agencies, development of training products and implementation of the model at two pilot sites that currently have Chapter I and Special Education preschool programs including bilingual classes. The second phase refined the model and expanded the sites and the third phase focused on evaluation, dissemination and replication.

Services provided were family focused and resulted in improved educational achievement for preschool students. Training was provided to parents in a number of areas on topics such as child development, techniques for reinforcing instruction in the home, how to access community support services and parenting techniques. A support network for parents was established by having community agencies provide services at the school site and utilizing parents to recruit and support other parents. Staff inservices were offered through a partnership with the Arizona University Affiliated Program, the Institute for Human Development, that focused on how to effectively involve parents in the educational process. Parents were utilized as partners in the school by involvement in the model planning process, serving as recruiters of additional parents and by participation in classroom activities. A family support center was established at one of the sites with services made available to other neighboring sites.

Tucson Unified School District provided a good site for this project. TUSD is a large urban school district with a diverse population. There are 63,000 students, over 50% of whom are minority. Many are limited English proficient. Over 45% of the students qualify for free or reduced lunch. The target sites for this project were three schools that are considered to have significantly high neighborhood stress indicators.

Based on the identified needs, the following goals were identified:

1) Parents will take an active role in improving their child's educational achievement;

2) Students will demonstrate improved educational achievement;

3) Staff will demonstrate improved skills in working with preschoolers and their parents. Goals were implemented through the establishment of a family-school partnership where parents are an active participant in their child's educational process. Two early childhood specialists and a social worker were the primary staff members responsible for conducting the activities leading towards the attainment of project goals.

The anticipated outcomes of the project included improved student achievement, improved knowledge by staff about family involvement techniques, improved knowledge by parents about child development and how support their child's educational achievement in the home and school, and increased parental involvement in school activities and the educational process.

The schools targeted for participation in this project have a high proportion of students scoring well below the national average and a poverty level of over 95%. Three sites were selected. They are Richey, Johnson, and Van Buskirk. The target schools for this project were among the five highest in having a lot of stress factors present. All students are at risk because of low achievement, being limited English proficient, or being economically disadvantaged. Approximately half of the students are limited English proficient.

Parents were recruited to participate in the project. An advisory committee was established and a core group of parents were selected who served as recruiters for other parents to participate in the project. An incentive program to encourage parent participation was developed based on input from parents. Incentive included the provision of child care, transportation, social work services, educational materials and opportunities to interact with other parents.

The curriculum was reviewed for the purpose of making modifications to allow for parent participation in the classroom as well as for opportunities to provide support in the home setting. Staff and parents worked together in this process. Training was provided to staff and parents by

project staff as well as by consultants from the Arizona University Affiliated Program's Institute of Human Development.

Services Provided

Services provided included the following:

Inservice for professionals. A needs assessment was conducted to establish existing knowledge and determine specific areas of need. A consultant from Northern Arizona University was utilized as well as community agencies and district social workers.

Training for parents/families. Parent/family training was provided on a regular basis. Training was provided by Arizona University Affiliated Program Institute for Human Development, community agencies, and project staff. Topics included normal child development, developmental expectations for children with special needs, techniques for working with children at home, methods for reinforcing the instruction at school, how to access community support services and parenting techniques. The most successful workshops were those in which parents could "make it and take it". They participated in developing instructional materials and games that they could take home for summer or holiday activities. A list of the workshops is included in the Appendix B. Incentives to attend the training included lunch with their child, the opportunity to network with other parents, home study packets, games and computers to check out, and the provision of child care and refreshments at the meeting.

Support network for parents. The establishment of a family support center at one of the schools provided a variety of resources for parents. They included materials, books, and videotapes to be checked out. Group activities were conducted by both the social worker and early childhood specialist.

Parents as partners in the schools. The project involved parents and families in the planning and decision making processes that occurred. First, parents participated in a needs assessment by completing a survey and interviews in the home. Parents attended planning meetings and had an active role in the decision of what training topics and support services are needed. Parents were asked to participate in class activities wherever possible. They were given transportation to the

school if they did not have it. The TUSD Transportation Department allowed them to ride the school buses with their child. Parents also accompanied their child on a variety of field trips.

Summer Programs. A four week summer program was provided at one of the sites. The program included transportation and lunch.

Goal and Objective Attainment

Three goals were generated for this project. For each of the goals, objectives and activities were generated. The attainment of the goals was achieved. A brief narrative follows that describes the goal attainment. Further information appears in the evaluation section of this report.

Goal 1: Parents will take an active role improving their child's educational achievement. Parents were actively involved in the project. Parents participated on the advisory committee and helped to recruit additional parents to participate. A brochure describing the project activities was sent to families to notify them of opportunities to become more involved in their child's education. Introductory meetings were held at each site at the start of the year. Incentives were offered to parents to get them to come to the school and participate in the educational process. Incentives included provision of child care, provision of transportation, parent support groups, provision of workshops and provision of educational materials for use in the home. Parents were also given breakfast and lunch passes so that they could eat with their child at school.

A parent library containing over 100 books in Spanish and English was established that had information about child development, disabilities and educational methods. At the initial project site, a Family Resource and Wellness Center was established. The center provided various social services on sites and was open to any of the families at the school or in nearby neighborhoods. A resource directory was printed in Spanish and English and distributed to all parents at the target schools (See Appendix B). The social worker provided weekly meetings for parents that provided an opportunity for them to discuss areas of concern and interest. When appropriate, the social worker referred parents for needed services.

Parents were invited to come into their child's classroom and serve as a teacher assistant or to provide instruction. They were provided with learning materials and given instruction by the teacher. Specific workshops were offered on a variety of topics. Many of these were "make it and take it" workshops where the parents had educational materials to take home. Teachers worked together with the Early Childhood Specialist to develop activity boxes for use in the classrooms and in the home. Instructions were done in both Spanish and English. Pictures of some of the boxes and a description appears in Appendix B. These boxes were well-utilized and feedback was very positive. Parents were also invited to go on fieldtrips with their child's class and to participate in follow-up activities in the classroom and in the home. A newsletter and monthly calendar was provided to parents to make them aware of services and upcoming events.

Goal 2: Students will demonstrate improved educational achievement.

Each student participating in the project had individualized objectives based on their needs that served as the focus or instruction and achievement. A portfolio pre-and post-assessment was conducted as well. Information was collected on all students. The tasks used included having the child write his/her name and drawing a picture of themselves. Results of the assessments are in the evaluation section. It is important to note that all parents reported improved achievement at home.

Goal 3: Staff will demonstrate improved skills in working with preschoolers and their parents.

Staff members were surveyed to determine areas of interest and need for training. Topics presented included the identification of barriers to family involvement, determination of methods for involving parents more, strategies that can be used for parents to work with their child at school and in the home, and the development of an integrated curricula. Staff also participated in some of the parent workshops that were offered.

Title 1 and Special Education staff met together to integrate the curricula . At Johnson school, the Title 1 and special education classes were combined and team taught. At the other 2 sites, exchanges between he classes occurred and opportunities for combined activities were made available. Teachers visited each other's programs and observed teaching techniques and student

activities. Planning time was provided for them to meet together to plan combined activities and to develop integrated thematic materials for use in their programs. Home training materials were developed as part of this activity

Project Participants

Students (411) who participated in the project. These preschoolers were identified as "at risk" students who because of learning deficiencies, lack of school readiness, limited English proficiency, poverty, educational or economic disadvantage, or physical, mental or emotional handicapping conditions face a greater risk of low educational achievement. Students identified through the district's Child Find procedure for possible special education placement or who were Chapter I eligible were able to participate in he project. The students' ages ranged from three to five.

Families (405) had the opportunity to participate by attending workshops, home visits by project staff to model techniques for supporting achievement in the home, participating in the Individual Education Program (IEP) meetings, setting and stating goals and expectations for the student, receiving services from the Family Support Center and project staff, and being on the advisory or planning committees.

Staff members (25) participated by receiving training in ways to work effectively with parents as partners in the educational process and additional teaching techniques for improving student achievement. Staff members who received training included preschool teachers, support staff (i.e. social workers, occupational therapists, physical therapists, speech pathologists) and administrators. Training was based on the results of needs assessment to better meet staff needs.

Products developed by the project include a videotape describing the project, a resource directory for parents, a brochure, activity boxes, evaluation instruments, and training materials. Title One and Special Education preschool teachers collaborated to develop an integrated curriculum.

Dissemination of project results included several state and national conference presentations, mailings to clearinghouses, the state department, federal office and those who expressed an interest

at the conference presentations. Written products will be disseminated to clearinghouses and interested people. An article was published in What's Working in Parent Involvement.

EVALUATION PLAN

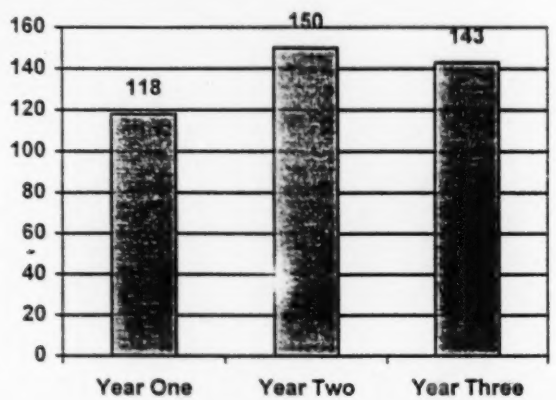
The evaluation of program activities and project objectives was coordinated by the project co-director/evaluator. Formative as well as summative evaluation data was obtained. The formative evaluation component included the degree to which project activities are meeting program objectives and timelines. Evaluation of progress was ongoing during each project year. Feedback concerning progress was given to project staff at bi-weekly staff meetings.

A key component in the initial phase of the project was the generation of an information gathering system which is used to track, monitor and assess the progress of project participants. A computer database management system was developed using the FoxPro 2.6 (Microsoft, 1989-1994) database software. All information was verified following computer input. The summative portion of the evaluation will include information that is objective and quantifiable. The components of the evaluation are discussed in the following section.

Sample

In the first year of the project, 118 students received some level of service. During the second year of the project, the number of preschool children served was 150. This was 2.5 times the number of children originally estimated in the grant proposal. The number of preschoolers served during year three was 143.

Number of children participating in the Families First Program, years one through three.



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Protection of Human Subjects.

Student participation in this project was voluntary. The confidentiality of information obtained was ensured by strict control of information by the Project Co-directors. All children were assigned an identification number. No individual was identified by name in project reports or subsequent publications.

Effectiveness of Program

The evaluator collaborated with staff to develop the instruments to assess the effectiveness of the program. The effectiveness of the inservice for professionals and parent workshop was determined by surveying the participants. The impact of the support network program was evaluated by questioning parents and staff in a structured interview format about their perceptions of the effectiveness of these programs and areas in which the program could be improved. Student achievement was determined by the use of a portfolio assessment and the evaluation of attainment of individual annual objectives. The amount of parent involvement was determined by the use of sign-in sheets as well as information gleaned from a questionnaire designed for parents. The staff's effectiveness in helping parents to increase their involvement and to contribute to their child's achievement was determined by the use of surveys, observations, and interviews.

The Families First program has impacted the lives of many families in a variety of positive ways. The following two case studies will help to describe the impact the program had on the lives of two of the families that have participated in the project.

Case Study One. Ryan was a student in one of our Families First Preschool classrooms. He was delayed in communication and speech development. Throughout the year, Ryan's mother was very involved, going to parent meetings and responding to our questionnaires, letters and requests. Child care at the parent meetings allowed Ryan's mother to attend and not to worry about the care of her other twin boys. Ryan and his mother particularly enjoyed checking out the "home activity

boxes". Ryan's favorite box was the dinosaur box. This box contained materials that Ryan and his mother could do at home together to increase skills in the areas of art, fine motor, speech and communication. Ryan's improvement during the year was significant. He was released from the program to continue preschool education in another setting.

Case Study Two. Tamera attended another Families First preschool site. She was an only child who had difficulty with social skills and communication. The Families First project was able to provide parent meetings and transportation for Tamera's mother so that she could receive instruction on behavior management techniques. We also visited the home where we modeled alternative strategies for Tamera's mother. Tamera's mother also was involved at the school as a parent volunteer. Tamera is still attending the preschool classroom and has adjusted well to the birth of her baby brother. She continues to make progress in appropriate social interactions and is increasing her communication skills.

Evaluation of Project Objectives

The following section presents the evaluation results for all of the project objectives. An overview of the objectives, method of measurement and source of information is presented in Table 3. The objectives discussed in this section correspond to those previously presented in Table 1 .

Table 3. Evaluation Objectives and Outcome Measures.

Objective	Measure/Method	Source
Objective 1.1 All parents will have realistic expectations for their child.	Interview/Questionnaire	Parents
Objective 1.2 Parent participation in the educational process at the school will increase.	Interview/ Review of records	Teachers Observers
Objective 1.3 80% of parents will implement educational recommendations in the home.	Interview/ Survey	Parents
Objective 1.4 All parents will demonstrate increased knowledge of available support systems and utilize as appropriate.	Questionnaire	Parents
Objective 2.1 All students will demonstrate improved educational achievement at school.	Portfolio Assessment	Students Parents Teachers
Objective 2.2 At least 90% of parents will indicate that they see improved achievement at home.	Interview/Survey	Parents
Objective 2.3 At least 90% of annual individual objectives will be met.	Annual objective progress review	Students Teacher
Objective 3.1 All staff will demonstrate an increased knowledge of various instructional strategies.	Questionnaire	Staff
Objective 3.2 All staff will demonstrate the ability to work effectively with at risk and disabled preschool children.	Questionnaire	Staff
Objective 3.3 At least 5 additional staff members will demonstrate their ability to help parents work with their children at home to reinforce skills.	Questionnaire	Parents

Objective 1.1 All parents will have realistic expectations for their child.

The program evaluator developed survey questions to determine parent expectations for their child. Questionnaires were completed by parents with the assistance of the Early Childhood Specialist, social worker and teachers. Teachers reviewed parents' responses indicating whether they agreed with the parents' comments and whether they felt that parent expectations were high, moderate or low. When the teacher responses were compared to parent responses, the percent agreement was 69% in Year One, 53% in Year Two and 59% in Year Three. This demonstrated that the majority of parents had realistically high expectations for their children.

Parents indicated a wide range of expectations for their children. The following is a sample of those responses.

- to walk
- to be able to eat more independently
- to learn how to brush teeth
- being able to play with other children and learning more
- being able to talk more clearly
- to share with other children
- to improve her vocabulary and learn to count to ten
- that she meet or exceed all Individual Education Plan tasks set for her

Objective 1.2 Parent participation in the educational process at the school will increase.

Parents completed a survey which included questions regarding their participation in their child's school program. The percentage of parents participating at school for the three project years was as follows: Year One 56%; Year Two 53%; and Year Three 64%.

The increase in participation during the third year of the project suggests that the Families First program was facilitating the involvement of more parents in their children's education.

Incentives and assistance to help parents participate in the classroom. A large component of the project involved efforts to assist parents to participate more in their child's education at school. Parents used a variety of services and materials to assist them in becoming more involved in their

child's education at school. The table that follows presents the number of services and materials used by parents across all three years of the project. It is clear from the table that more and more parents accessed these services and materials from year to year as the project continued.

Table 2: Number of parents using services/materials

Services/Materials Offered by the Families First Program	PARENTS USING SERVICES		
	1993-1994 School Year	1994-1995 School Year	1995-1996 School Year
Child care for children not in school	5	10	20
Door Prizes	2	3	5
Social/Health services accessible at school	1	5	20
Lunch/Refreshments	10	14	41
Merchandize coupons	0	3	9
Mileage Reimbursement	0	0	3
Bus Passes	3	4	5
Other	0	3	1
Opportunity to check out materials for use in the home such as:			
Books	6	8	35
Books on tape	1	3	2
Books with tapes	1	3	1
Computer	0	3	2
Tape Recorder	1	3	3
Toys	0	4	20
Video Tape Player	3	0	4
Other	0	1	3
Materials to keep such as:			
Boxes for your child's work at school	1	3	9
Audio tapes of your child	1	4	3
Video tapes of your child	0	1	3
Photographs of your child	6	9	39
Other	0	2	2
Opportunity to participate in:			
Child Development Training	2	6	15
Community College Credit	0	1	3
GED classes	0	0	2
Job Skill Training	0	0	1
ESL Classes	2	5	4
Basic Homemaking skills (e.g. plumbing, car repair, budget, cooking)	0	1	5
TOTAL	45	99	260

Parents were then asked to indicate whether the services/materials received were helpful in allowing them to participate in their child's school program. Of the parents that answered this question, 45% felt that the incentives were helpful during the first year, 78% of second year

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parents felt that the incentives were helpful, and 59% of third year parents felt that the services were helpful.

Activities. In addition to these services and materials, many activities were available to parents. A detailed list is included in Appendix B. For example, during the final year of the project, parents were encouraged to participate in the following activities:

- Open house--parents could check-out "home activity boxes"
- Pumpkin carving party
- Thanksgiving meal for children and families
- Art and Entertainment Fair
- Behavior management presentation for parents
- "Make It and Take It" parties where parents and children collaborated on making crafts to take home.

Objective 1.3 80% of parents will implement educational recommendations in the home.

Teachers conducted home visits throughout the school year and were asked to estimate the percentage of parents implementing educational recommendations at home. Teachers estimated that 42% of parents were implementing educational recommendations in the home during the second year of the project. During the third year of the project this figure rose slightly to 50%. This was short of our targeted level of 80% of parents implementing educational recommendations in the home. Although it was not 80%, it was noted that parents were spending some time at home on educational activities.

The attainment of this objective was also reflected in the amount of time that parents engaged with their children in the following activities: reading, playing, learning activities, and talking with their children at home. Table 3 summarizes the results for all three years of the grant by giving the average number of minutes per day engaged in these activities. During the first year of the project, parents were spending an average of 47 minutes per day reading to their child and 56 minutes per day engaging in learning activities. During year two, parents were spending 32 minutes per day reading to their child, 48 minutes per day engaged in learning activities, 152 minutes per day talking to their child and 65 minutes per day playing with their child. During the third and final year of the project parents were spending an average of 27 minutes per day reading to their child,

65 minutes per day playing with their child, 37 minutes per day engaged in learning activities and 117 minutes per day talking to their child.

PARENT ACTIVITY with CHILD	YEAR ONE Minutes per day	YEAR TWO Minutes per day	YEAR THREE Minutes per day
Reading	47	32	27
Learning Activities	56	48	37
Talking		152	117
Playing		65	65

Objective 1.4 All parents will demonstrate increased knowledge of available support systems and utilize as appropriate.

A survey was administered to determine gains made in parents' knowledge of available support systems. The survey was developed by the program evaluator in collaboration with project staff. Survey results indicated that during Year One, 27% of parents had become more knowledgeable about social services or community agencies. During Year Two 32% of parents had become more knowledgeable about social services or community agencies. The corresponding figure for Year Three was 39%. This was short of the goal of 100% of parents demonstrating increased knowledge of available support systems. However, the trend across all three years of the project seems to indicate that we were becoming slightly more effective with each successive year of the project. All parents were provided with a Resource Directory that listed social services and community agencies.

Objective 2.1: All students will demonstrate improved educational achievement at school.

Educational achievement was evaluated by using two portfolio assessments. The portfolio assessment consisted of two tasks; drawing a self-portrait and name writing. In the administration

of the self-portrait, the child was encouraged by the examiner to "draw a picture of yourself". This task took from five to ten minutes. During the administration of "name writing" the child was encouraged to write his full name on the same piece of paper. Scoring criteria for these tasks were developed by the Chapter One Department in Tucson Unified School District.

The pretest- posttest gain scores for the drawing and the name writing assessments for all three years of the project are presented below in the table. Over the course of project, students have made statistically significant gains on five of six gain scores. This reflects the academic progress that these preschoolers have made.

Table 4. Portfolio assessment scores.

	Year One Gain Score	Year Two Gain Score	Year Three Gain Score
Drawing	1.67*	1.60*	.27
Name Writing	1.72*	2.07*	1.00*

*Note: These gain scores were statistically significant at the $p < .05$ alpha level.

Objective 2.2 At least 90% of parents will indicate that they see improved achievement at home.

Parents' perception of improvement at home was evaluated by asking parents to complete a survey to determine the degree of progress that is evident at home. All parents (100%) indicated that they had seen improved achievement in their children at home. The areas in which the parents saw improvement included the following speech, behavior, attention, etc. The selected areas bulleted below are examples of the areas in which parents noted improvement.

- 9 noted improvement in speech
- 7 noted improvement in social skills
- 4 noted improvement in self-help skills
- 2 noted improvement in behavior
- 1 noted improvement in mental development
- 1 noted improvement in motor development
- 1 indicated improvement in confidence
- 1 parent indicated that their child was more interested in learning.

Objective 2.3 At least 90% of annual individual objectives will be met.

Each child's progress toward attainment of their individual annual objectives was evaluated by having teachers rate progress at the end of each year. The objectives written for each student were measurable. The special education students' objectives were recorded on their IEPs. The goal of 90% attainment was achieved in the Years Two and Three of the project. This goal was also achieved for the students in the PACE program. Ninety-four percent of these students met their individual learning objectives in the past 3 years.

Year One. Forty-two of the students had IEP objectives during year one. When the total number of objectives written across all students was examined, a total of 293 or 88.3% of these objectives were met. This was slightly lower than the goal of 90% attainment.

Year Two. Sixty-nine students had IEP objectives during the second year of the project. A total of 603 IEP objectives were written for these students. Of these objectives, 544 or 90.2% were totally met or partially met. This was slightly higher than the percentage totally met or partially met from the previous year of 88.3%.

Year Three. During the third year of the project, sixty-six students had IEP objectives. A total of 588 objectives were written for these preschoolers. Of the these objectives, 553 or 94% were totally met or partially met. This was slightly higher than the rate of attainment of Year Two (e.g. 90.2%).

Objective 3.1 All staff will demonstrate an increased knowledge of various instructional strategies.

Another objective of the Families First program was to increase staff knowledge of instructional strategies. All staff members indicated that they had become more knowledgeable about instructional strategies in the past year.

Related to this objective was the usefulness of the staff inservice training. Inservice training was given to project staff on instructional strategies for working with at-risk students. Teachers were asked to rate the usefulness of the workshops that were provided. Staff members were very satisfied with the workshop on sensory integration.

Objective 3.2 All staff will demonstrate the ability to work effectively with at risk and disabled preschool children.

An observational form was used to assess staff's ability to work effectively with both at-risk and disabled preschoolers. This form was developed by the National Association for the Education of Young Children (NAEYC). Examples of the areas in which teachers were rated included the following:

- the use of positive behavioral approaches.
- encouragement of prosocial behavior
- developmentally appropriate expectations for social behavior
- the provision of opportunities for children to take part in all activities.

The Early Childhood Specialist made classroom observations and provided support and consultation to the teachers as needed. Each item on the scale is rated 1, 2 or 3. A rating of "1" indicated that the objective was not met. A rating of "2" indicated that the objective was partially met. A rating of "3" meant that the objective was "fully met". All teachers were rated on all 15 items. The average of the individual teacher's scores for Year Two ranged from 2.5 to 3 (mean= 2.88). These same scores for Year Three were slightly higher. Seven of the 15 criterion were fully met across all teachers. In summary, it can be seen that teacher scores on this assessment for the past two years were quite high. All teachers were perceived as working effectively with these students.

Objective 3.3 At least 5 additional staff members will demonstrate their ability to help parents work with their children at home to reinforce skills.

During Year Two, four new teachers demonstrated their ability to help parents work with their children at home to reinforce skills. An additional staff member demonstrated these skills during the third year of the project.

Parents were surveyed to determine their satisfaction with the assistance provided to them by staff. Parents were satisfied with the assistance given by teachers. Developmental issues that were helpful included the following:

- Getting along better with other children.
- Watching the teacher demonstrate learning activities.
- How to help with writing, drawing, reading, number concepts, speech and motor skills.
- How to make the child more comfortable about going to school.
- Constructive discipline techniques.

Staff Input

Staff participated in a final meeting to get an indication of their overall satisfaction with the Families First program as well as their perceptions of strengths, weaknesses and areas for improvement. Regarding their overall satisfaction with the Families First program, the average rating was "very satisfied".

Program components that were especially useful included the following:

- the development of the home activity boxes which included learning activities for use at home
- additional resources for teaching and learning materials
- support to teachers offered by project staff
- transportation to school provided to parents so that they could participate in their child's education
- the provision of child care to facilitate parent involvement in classroom activities

Conclusions

1. It is possible to increase parent involvement through the use of incentives.
2. It is possible to increase student academic achievement through family involvement.
3. Special education and non-special education teachers can learn from each other.
4. Many barriers to family involvement can be overcome.
5. The provision of materials and revenues for parents to work with their children at home will be utilized and can contribute to increased student achievement.
6. Some parents will utilize community resources when made aware of them.

Recommendations

1. Identify barriers to parent involvement and address them.
2. Provide incentives to increase family involvement.
3. School staff should help parents have realistically high expectations for their child.
4. Develop and offer resources to parents so that they can work with their child at home.
5. School staff should have frequent contact with parents to keep them informed about their child's progress.
6. Provide opportunities for special education and non-special education early childhood teachers to work together and learn from each other.
7. Early childhood curricula for disabled and non-disabled children should be merged.
8. Provide information to families about community resources.

Evaluation Report

This final evaluation report will be disseminated to the funding agent as well as to relevant individuals and involved in the project. A replication manual will be submitted to the ERIC documents service. Information about this project and these results will also be submitted for journal publication.